

Requirements for Teachers as a Core of Specialized Team Support

– From interviews with experienced teachers at private junior and senior high schools –

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The issues surrounding students that require individual support are becoming more complicated, and the necessity of specialized team support has come to the fore. However, various factors make it difficult to realize specialized team support. Numerous studies have searched for a solution to this issue, but less research has been conducted at private schools. Against this backdrop, the purpose of this study is to figure out, from interviews with private junior and senior high school teachers, what teachers need to do so as to realize specialized team support and to contribute to practical application at private schools.

In this study, data from interviews was analyzed via the Modified Grounded Theory Approach (M-GTA). The analysis indicates a possibility of plausible support teams at all schools by utilizing teacher generalized viewpoints as gained via multiple interviews. It also suggests that teachers, as the core of such specialized team support, should be cognizant of his or her limits as an individual and should develop both the attitudes to respect others and the expertise necessary to flexibly cope with arbitrary situations. In addition, regular meetings where all teachers can gain insight on equal terms can be effective in creating a cooperative workplace. This suggests that the practices of an individual teacher may benefit from and can realize specialized team support regardless of whether the school has a system for such or not.